

# **Finnish Education Export: Peruvian and Latin American Markets**

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<p>Finland has been able to create good visibility and awareness around the world through its excellent brand image work, especially in the field of education. It is well known for its successful educational system and equal opportunities, and the exporting of Finnish education has become a successful business for many Finnish universities and institutions. In this research, I will concentrate on Peru and other countries in Latin America, such as Mexico, Argentina, Chile and Brazil.</p> <p>This thesis is a market research and is conducted using qualitative research. The objective is to find opportunities and potential markets for the exporting of Finnish education to Latin America. I have made a more detailed study about Peru, since I lived there for six month during my internship. I have chosen a company called EduExcellence Ltd. as my commissioning party. This thesis is intended to help the company adapt and find the right markets and potential opportunities in Peru, as well as in other Latin American countries.</p> <p>The theoretical framework consists of principles of market research and general information about Finnish exportation. I concentrated on secondary data, following the media and my own experiences and observations in Peru, when gathering the information and findings. I also gathered information by conducting interviews at the Finnish embassy in each country.</p> <p>The thesis gives a wide perspective on issues in education, as well as on overall views regarding social and economic matters, both in Peru and in Latin America generally. One of the major findings includes identifying the problems in educational systems in each country, such as accessibility, inequality and the quality of education. The thesis was done from fall 2017 to spring 2018. All of the interviews were conducted in November 2017.</p>	
<b>Keywords</b> Finnish education export, market research, Peru, Latin America, education, development	

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# 1 Introduction

Education export is a profit-seeking activity that means products and services are offered and sold to countries abroad for developing competence. This may include sales of degrees, trainings, courses and seminars, consulting services, learning environment and technological solutions.

*Education Finland*, which is based in the Finnish National Board of Education, estimated that Finland's education exports in 2017 was approximately 300 million euros. In 2018 it is estimated to exceed 350 million euros. The results are based on information gathered from 100 Finnish education export companies. The sales of these companies have increased about 20 % annually. (Ministry of Education and Culture and the National Board of Education 2018)

The Ministry of Education Sanni Grahn-Laasonen has stated that the Finnish quality education system is our strongest country brand. It is well-known and desirable all over the world. Finnish government has dismantled the legislative barriers and created more opportunities to education exports. Companies have taken advantage of these new opportunities and it shows so that the goals set by the government have been fulfilled (Grahn-Laasonen 2018).

Obstacles to education exports have been dismantled at all levels of education. On January 2016 tuition fees were introduced to non-EU and non-EU higher education students and the sale of degrees and trainings of higher education institutions was made possible. The sale of international IB training in upper secondary education was made possible in the spring of 2017.

The legal obstacles to the export of vocational training have been dismantled as well. In the beginning of 2018, it is possible to charge from vocational degrees and trainings outside of the EU / EEA territory. In addition, vocational trainings and pre-vocational trainings can be provided to students in other countries as an order training outside ETA / EU area. (Ministry of Education and Culture and the National Board of Education 2018)

There has already been a lot of Finnish universities offering services and been collaborating with other universities and institutions abroad. There is huge demand all around the world for education services. This industry is only growing in the future and since it is quite new, it is important to know well ahead about potential opportunities and markets. Potential markets are especially wide in Latin America since the continent is eager for development in education.

## **1.1 Background**

I did my internship in Embassy of Finland in Lima, Peru. During my internship in Lima, I learned about Latin American culture and especially how things work in Peru and what is the economic, political and educational situation there. I discovered what are the obstacles for development especially in education. I learned that Finland is doing an excellent work on education exportation in the embassy as well other companies and institutions in other Latin American countries. Through my experience in Peru I wanted to investigate and research how Finland can bring their expertise to Peru and other Latin American countries. What are the potential markets and what are the things to consider when entering to Peruvian and Latin American markets.

I have chosen a company called EduExcellence Ltd. as my commissioning party. EduExcellence Ltd. is a joint company of three major universities of applied sciences in Finland (Haaga-Helia, Metropolia and Laurea) and the main services are exporting Finnish education.

I find the topic very interesting, relevant, and popular nowadays. It is a large topic with a lot of information, but I'll be concentrating on specific areas and the development of my topic. Finland has a lot to offer in education and has many opportunities to be successful and is aiming to be market leader in the future. I had also an excellent opportunity to study Latin American markets, especially Peruvian, and what are the possibilities there for business as I was working and living in Peru.

There hasn't been that much international collaboration between Peru and Finland and there is lot to know about the markets. Because it is quite new market place in education, it creates many opportunities for collaboration and development. Peru is now more than ever focusing and investing on developing education so now is the time to enter the markets.

## **1.2 Objectives of the research**

The topic for the thesis is "Finnish Education Export: Peruvian and Latin American markets". The purpose of the thesis is to give information about Peruvian markets, society and current education system and possibly help the company to enter the markets as well as providing information about few other countries (Mexico, Chile, Argentina, Brazil) in Latin America.

My objective is to study the markets, find out and collect information about education and demand of education export in South America and what are the potential services and trends in education export. Also, to find out the opportunities for exporting Finnish education

system to Latin America and especially to Peru and what could be the main education export concepts and how it can be developed so that Finland is the leader in exporting education in the future.

The company doesn't have information about the countries and possible markets there and with my work hopefully I can solve that problem. Education system is quite poor in Peru and other countries in South America and there is a lot of demand for development and universities and schools are interested in Finnish education. Finnish education is well-known in Peru so there are lot of opportunities for providing higher education solutions. The thesis is supposed to help the company to adjust and find the right market and possible opportunities in Peru and South America for exporting Finnish education. It will make it easier to enter the markets and finding out the right target market and what are the best solutions for the company to offer for institutions, universities, and schools in Peru. I will provide information about the education system as well as social and economic situation. What are the problems and what Finnish education could offer and bring in order to develop the education system in Peru.

### **1.3 Research methods**

The thesis is a market research and it is conducted as a qualitative research and theoretical research. I am concentrating on secondary data and reporting and investigating opportunities and development of my topic. I have collected my information by searching and reading articles about the topic and using material given by my commissioning party and my work placement. One of my methods have also been observation and talking with Peruvian students and Finnish exchange students to know a bit about their opinions and views. I have also interviewed by e-mail Finnish embassies in Mexico, Brazil, Argentina, and Chile. From the answers and results I have made an analysis on what are the opportunities in South America and Peru and how the business can be developed in the future.

### **1.4 EduExcellence ltd.**

EduExcellence Ltd. is a joint company of three Helsinki Metropolitan Universities of Applied Sciences – Haaga-Helia, Metropolia and Laurea. They provide development of education systems, teacher training and multi-disciplinary educational services. EduExcellence offers world-class education services cooperation with companies and public-private partnerships. The main services include vocational teacher training, education system development, degree programs (healthcare management, safety and security, social services, and wellness management, cleantech engineering, hospitality and tourism management), cutting-edge modules and short courses.

Metropolia has focus on health care, technology, engineering, culture and business. Laurea is concentrating on educational and consulting services in health and wellbeing, business and innovation, safety and security. Haaga-Helia University of Applied Sciences has a long experience in vocational teacher education, international business and entrepreneurship, hotel and tourism management, journalism, information technology, sports and leisure.

Examples of sold transnational education services

- Education system development
  - Colombia 2016-2017, professional higher education reform validation
  - Sweden 2017, validation of osteopathy training
  
- Vocational teacher training
  - Sweden 2010
  - Colombia 2014-2015
  - South Africa 2016
  
- Short Courses
  - Estonia 2015-2017, short courses in Hospitality
  - Japan, Early Childhood Education
  - Belgium, Learning by Developing
  
- Degree Programmes
  - China 2015, Bachelor's Degree in Sports Management
  - China 2017, Bachelor's Degree in Aviation Business
  - Mexico 2017, Bachelor's Degree in International Business
  - Sri Lanka 2017, Bachelor's Degree in Health Business Management

EduExcellence's vocational teacher training is a one-year certificate programme (60ETCS), they also have programmes in special needs teacher education, student counsellor education and Master's Degree in Education Management and Pedagogy. They also provide short courses in teacher education.



## **2 Introducing Finnish Education Export**

Finland is a country well-known for being a welfare state. Finland's brand image work has been active for many years and the goal is to continuously keep Finland on the map and build more visibility and awareness.

According to the report *Building the Image of Finland* done by Ministry of Foreign Affairs, Finland is seen as competent both in domestic contexts and internationally. Finland is particularly appreciated on environmental issues, for the role as a keeper of world peace, and for the equality that characterises the whole society. Finnish business expertise is seen as effective, product quality is well rated, and Finland is perceived as being technologically skilled and innovative. Finland is the 38th largest export economy in the world. Finland has a lot of successful experience in exporting chemical and forest industry products, metals and metal products, and technology products. Finland also has another sector, which can evolve to be a successful and potential exportation product. This market sector is education and it has huge potential because Finland has been ranked to have one of the world's best education system. (Ministry of Foreign Affairs of Finland 2017)

### **2.1 Value and demand**

One of the most known things about Finland is its extremely successful and equal education system. I can say that education is one of the key factors when building a welfare state. The education system is well known in the world and based on multiple studies done over the years, it shows that Finnish education system is one of the best and has potential to compete in the education markets. In the recent years Finland has been increasing the education export to other countries in need. The markets are huge since there are many countries that need development in their own education systems. Also, it is a growing market that changes all the time and the demand is endless. Already there have been many successful stories of cooperation between Finnish universities and international universities abroad.

The global value in the whole education sector is approximately 3 billion euros and there are huge possibilities to pursue a piece of the worldwide education markets. The biggest demand is in international degree programmes which cover 90 percent of the education markets (Haaga-Helia University of Applied Sciences 2017). The worth of Finnish education export is estimated to grow up to 350 million euros by the end of the year 2018 (Ministry of Education and Culture of Finland). There has been already a lot of movement and companies showing their interests and no wonder because the education export and selling the Finnish expertise to the world can hit a home run and mark Finland to the world map in education sector.

## 2.2 Goals and objectives

Finnish Government and the Board of Finnish Education have their own goals and objectives for development and creating interest internationally. In 2010 the first guidelines were made by Ministry of Education for Finnish exportation and it has been growing tremendously. Especially after 2015 when the government started to dismantle the legislative barriers of education export, the industry has been growing and companies have done more collaboration and business in education export.

The main goal is that Finland is one of the world's leading countries in education export from economies based on education and the quality of the education system. Another goal is to maintain awareness and visibility and to improve our services in education and to work on our country brand image. Competition in this industry is quite demanding and Finnish higher education and research system is small compared to other larger countries. The positive thing is that Finnish education is unique and already desirable and well-known.

It has also been shown that universities are beginning to look for international alliances. These alliances offer many benefits for education export; global market presence, efficient use of resources, and risk sharing, quality and added value for the customer. (Ministry of Education and Culture 2013)

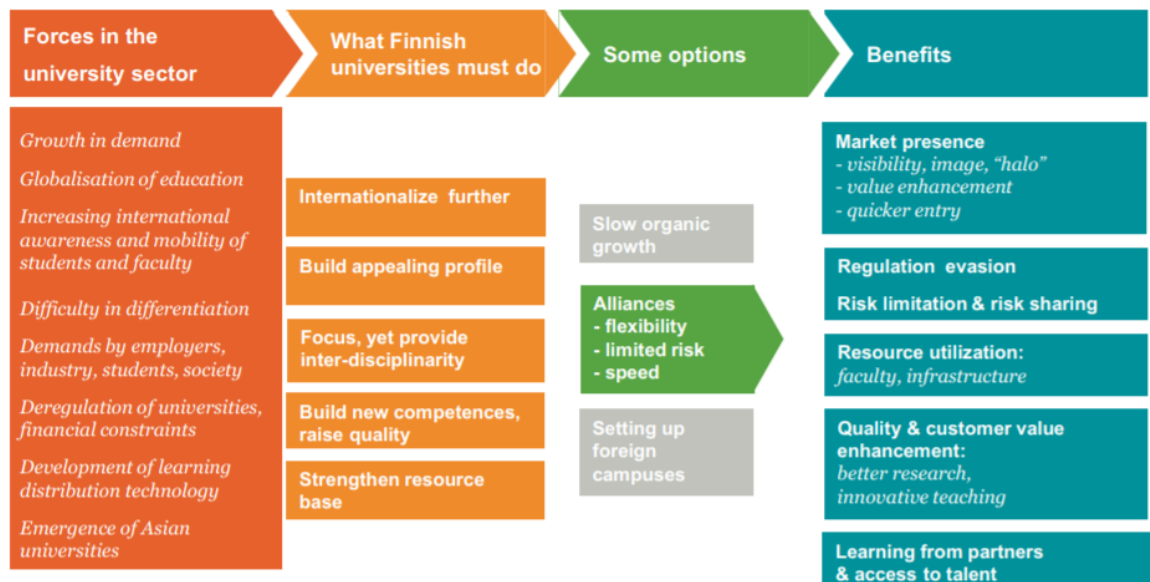


Figure 1 University "industry" dynamics that encourage alliancing – Finnish view (Seristö 2013)

### **3 Market Research**

I made the market research theory based on Kenneth E. Clow's and Karen E. James' book *Essentials of marketing research: putting research into practice* (2014) and Martin Callingham's book *Market Intelligence* (2004). Following information is based on their ideas on market research.

Nowadays different social media channels such as Facebook, Instagram, Twitter, and YouTube have changed how people get information and communicate. Social media sites are now the number-one activity in the web. It is important to know your customer's behaviour and how to reach and engage them. This type of information is provided by marketing research, which is defined as the systematic gathering and analysis of marketing-related data to produce information that can be used in decision-making.

Market research is a typical part of company's marketing tools and strategies. It is highly linked to marketing mix, which is combination of product, pricing, promotional and distribution decisions made for targeting certain groups. Some of the more common marketing uses of research information are market segmentation, identifying target markets, media habits, analysing consumer behaviour, needs and demand, developing new products and evaluation. (E. Clow and E. James, 2014)

#### **3.1 Reasons for conducting market research**

Knowledge is the most important asset of a company. That is why market research is valued and important for companies. Knowing your market and the business environment increases competitiveness and profitability. Entering a new market means wide research on the environment, demand and customers (Callingham, 2004). Below I have listed the most important issues to know and do for increasing competitiveness, profitability and productization in the education export industry. I will keep in mind these issues throughout the thesis.

- Identifying the demand and value
- Knowing your customers
- Creating new products and services
- Finding new markets
- Discovering the best business locations
- Knowing the market environment

### 3.2 The market research process

As previously mentioned, the purpose of market research is to help managers to make better decisions for fulfilling customers satisfactions and goals of the company. Figure 2 shows the typical marketing research process which starts always with a purpose of the research and then moves on to planning and implementation and lastly collecting results.



Figure 2 The Market Research Process

Research purpose might be to gain better understanding of certain markets, investigate opportunities or solving problems. Research design is the plan that will be used to address the research problems, questions, or hypothesis. It guides the research process and helps how data will be collected. Sampling plan helps you to decide ways of collecting information. Data collection depends on your company’s goals and objectives, it might be interviews, mail surveys, or online and distributed by mail, passed out at university or even in the streets. Once the data has been collected it is time to analyse your information and make a presentation of your results. Analysing the information is the most important phase of the research, because you need to know how to use and benefit from the data to reach your goals and objectives defined in the beginning. (E. Clow and E. James, 2014)

### 3.3 Types of market research

There are many ways to implement and plan your marketing research. It depends on your own goals and objectives, what is the main purpose, and which are the easiest and practical ways to reach those goals and objectives. It all begins with secondary data and primary research.

### **3.3.1 Secondary data**

Secondary data is previously collected and gathered information that is accessed for researchers. This type of research is often necessary to achieve the purpose of your study. While this type of research might not give you the right and final answers, it is still an important phase and can produce number of benefits. There are lots of advantages such as accessibility, cost savings and time savings. When using secondary data, it is crucial to always evaluate the accuracy and relevancy of the data as well. Secondary data includes exploratory research, identifying consumer trends, industry information, estimating demand, selecting target markets and database marketing. Information can be accessed for example from blogs, social media, website analytics, government sources, websites, consumer data sources and statistics. (E. Clow and E. James, 2014)

### **3.3.2 Qualitative research**

Companies often face situations where they need new information that cannot be found through secondary research. Qualitative research can give more in-depth information and data that is needed. Most common ways of qualitative research include exploratory research, backgrounds studies, questionnaires, surveys, interviews, and deeper understanding of the consumer's thinking. A widely used qualitative research method is focus group. Focus group usually consists of 5 to 12 persons and it is arranged as group sessions or interviews. Qualitative research can be done online also or through phone calls. It is important to have clear and efficient questions and well-organized plan to have the most useful results.

### **3.3.3 Observation research**

Observing the environment and people's actions is often more accurate than interviews or questionnaires. It gives wider and more versatile perception of the topic of your research. For example, culture and other factors concerning human's actions might be easier to discover by observing rather than doing interviews with 10 people. Advantages of observation research consists access to large groups, lower costs, faster data collection, flexibility and wider results.

### **3.3.4 Survey research**

According to Kenneth E. Clow and Karen E. James, survey research is one of the most popular forms of marketing research. Through surveys companies can gather information easily and make good decisions based on the results. Surveys can answer to many questions and results can be used in many ways. Survey researches can be conducted to two

different time frames; cross-sectional and longitudinal. Cross-sectional study is done when some topic is being studied in a certain time. This is the most used survey form in marketing research. Longitudinal studies are conducted in a longer time frame. Surveys can be done using for example telephone, mail, personal interviews, e-mail, skype and online. It is important to think which channel is the best for collecting accurate information and to achieve your goals. You need to carefully think about the length and structure as well, but this always depends on the scale of your research. (E. Clow, E. James, 2014)

### **3.4 Analysing and reporting market research**

When you have planned and selected a type and method of research and received multiple answers and results, it is time to analyse those results. This phase is one of the most important in research because you need to know what to do with the information you have gotten and benefit from it. Based on your results it is essential to analyse and study the results and concentrate on those points that will beneficiate and answer your original goals. Then changing and/or offering something new, creating products and services that affects the most of your customers and understanding the markets better in order to make better decisions. (E. Clow, E. James, 2014)

## **4 Peru**

I chose Peru as my research topic because I had worked as a trainee in the Embassy of Finland in Lima on 2017 and through that I learned a lot about Peruvian society, culture, and education. During my time in Lima I saw the problems that Peru has in their education system and what obstacles they have for development. I noticed that Finnish education was highly appreciated and mentioned in the media. After understanding all this I was interested of researching a bit more about the possibilities for education export especially in Peru. Also, I found out that Peru still doesn't have that much international collaboration in education compared to other countries so there are opportunities.

### **4.1 Country information**

Peru is the third largest country in South America, after Brazil and Argentina. There are 30 million habitants in total and about 30 percent are living along the coast of the Pacific Ocean, where the capital Lima is located. Peru is full of amazing history and culture, beautiful landscapes from mountains to deserts and rain forests.

The earliest inhabitants arrived in Peru about 15,000 years ago. One of the most significant Peruvian cultures was the Inca, who lived in Peru around 600 years ago. The Inca also built Machu Picchu, the famous and mysterious ancient city in the Andes. Because of the rich culture of Peru, it attracts many tourists and is a popular travel destination.

Peru is a constitutional republic, with a president, a congress, and a supreme court. Presidents serve five-year terms and they can only be elected twice in a row. The current president is Martin Vizcarra who was chosen on March 2018 after the previous president Pedro Pablo Kuczynski, who was subjected to corruption charges and he was forced to resign.

Peru is one of the richest countries in the world in terms of natural resources. Gold, silver, copper, zinc, lead, and iron are found across the country, and there are reserves of oil and natural gas. Even so, Peru remains one of the world's poorest countries and employment rates are high. This is the result of lack of good education in the country and other political and social problems of the country.

### **4.2 Economic situation**

Peru has been growing economically over the past 15 years. More and more international companies have shown interest in investing and starting businesses in Peru. Today most of the businesses made in Peru are in the mining, energy, and paper industries; ores and

minerals exports make up over 50% of total exports, food accounts for 21% and mineral fuels for 12% (OEC 2016). Lot of Finnish mining and energy companies have been interested in joining the Peruvian markets. There are few Finnish mining companies operating actively and successfully in Peru such as Metso, Normet and Outotec. But, because of the increased investments and better economic situation, companies are more interested in doing business and starting new companies in Peru. Peru is also focusing on development of education, especially through teacher training and employment. So, there is more money to spend on education more than before.

### **4.3 Current Peru in education**

One of the biggest problems and obstacles for development in Peru is its poor education system. Over these last two years Peru have been focusing on improving education system and concentrating on teachers wages and working conditions.

Over these last two years the budget given by the government for education has increased but still it isn't enough compared to other countries in Latin America. The governments expenditure on education have been around 4% of GDP in 2015 and 2016 (UNESCO) when in the neighbour countries, such as Chile and Ecuador, this number has been higher, about 5% (UNESCO 2016). In Finland this same number has been around 12% each year. One of the main reasons for the problems regarding education in Peru is due to the late start of education reform and development. Even though the government has invested more in education now than ever, Peru is still behind of other countries in Latin America when talking about education. For this educational reform to be effective, it is necessary to increase investment in education as they have done in other countries. There are cases in which it has also improved for example the increase of teachers and average spending per school, but still when returning to the comparison with other countries in the region, the difference is still very large. That is why it is necessary to continue advancing the educational sector and development.

Peru has been suffering from corruption and the last case was with the former president Pedro Kuczynski who resigned due to corruption allegations. The ex-vice-president Martin Vizcarra was selected for president on March 2018. Vizcarra has emphasized the fight against corruption, criminality, economic competitiveness, the division of powers, and education. He is known for being advocate for educational matters. During his regional president reign for Moquegua during 2011-2014, he managed to increase the region's economic and educational competitiveness, reaching the first place in national tests (ECE). These tests included reading comprehension and mathematical skills at a primary level. Vizcarra has also done other very successful campaigns for education to improve public schools and



infrastructure. The labour union Sutep has also given a full confidence to Vizcarra, with whom it has been working successfully in the past. In addition, he has many family members working in education as teachers, so he really knows what are the weaknesses and opportunities in education. (El Comercio 2018)

President Vizcarra has the opportunity and possibly the ability to achieve deep development in the education sector by putting more money into education and focusing on development and competitiveness. However, this also depends on the person designated to lead the Ministry of Education, who will have to resolve and deal with issues related to the National Education Curriculum, conversations and agreements with Sutep, among others. (El Comercio 2018)

#### **4.4 Education system in Peru**

Peru has blossomed economically over the last few years and has become a major tourist destination. In the educational field, it has increased the number of overseas students coming to the country to study for short and long-term programs. In fact, there are more and more students going for exchange programs to Peru from Finland and in exchange there is also more Peruvians coming to Finland. Nevertheless, the country still faces challenges in offering equal educational opportunities to all its citizens.

Education is obligatory for children age 7 to 16. Education in Peru is free for primary and secondary school levels. It is organized through free public schools and paid private schools. The model begins with pre-school education before children enter primary school for six grades. Afterwards, people can continue studying in paid universities or technical institutions. It is often expensive as good education is mostly found in private institutions.

While public education is free, private schools operate at all levels of the education system. Schools in both the public and private sectors follow the national curriculum, set federally and overseen by local education authorities.

Even though education is free for primary and secondary levels in public schools, in practice education is inaccessible to many children living in rural areas. Level of quality in education differs tremendously depending on the area and infrastructure. Peruvians public schools have a bad reputation and parents usually prefer putting their children to paid private schools since education is better in private sector. For example, in Lima there are public schools that must close doors because the lack of students. This of course creates inequality and increases the gap between the rich and poor. Only 3 out of 10 youngsters make it

on to higher education. These children are most likely from under-privileged families, living in rural areas and studying in public schools.

The language of teaching is Spanish. However, in some regional primary schools, a local language such as Aymará or Quechua is the teaching language with Spanish offered as a second language. But in universities teaching language is always Spanish. (Education in Peru Wenr 2015)

#### **4.4.1 Education governance and administration**

The Ministry of Education set all education policies, legislation and curriculum guidelines from pre-school to higher education. The local education authorities in the 25 regions administer and implement ministry policies at the primary and secondary level.

In January 2015, the *Superintendencia Nacional de Educación Superior Universitaria* (SUNEDU, National Superintendency of University Higher Education) was named for the authority for higher education and responsible for implementing the educational law that seeks to improve quality standards within the sector. The new body is charged with carrying out quality assurance procedures and approving university operating licenses. It also sets higher education policies under direction from the ministry, although precise roles for this new body are still somewhat unclear. (Education in Peru Wenr 2015)

#### **4.4.2 Structure of the education system**

Education is offered at four main levels:

- Primary
- Secondary
- Vocational and Technical
- University

#### **School Education (primary and secondary)**

The school system is 12 years in duration, split into the following four stages:

- 1 year of compulsory pre-school education (*educación inicial*), age 5
- 6 years of primary school (*educación primaria*), age 6-11
- 5 years of secondary school (*educación secundaria*), age 12-16
- 2 years of general secondary education, followed by 3 years of academic secondary (arts or science) or 3 years of technical secondary education

(Education in Peru, Wenr, 2015)

### **Primary**

Primary schooling consists of up to six teaching hours per day and 30 hours a week. Mandatory subjects include: mathematics, communications, art, personal development, physical education, religious education and science and environment. For curricular purposes, the six years of primary education are divided into three two-year cycles.

### **Secondary**

The ministry of education sets a very broad and general national curriculum at the secondary level. It includes the following subjects which every student must take: mathematics, communication, foreign language, art, history, geography, and economics, civics, social skills, physical education, religious education, science, technology, and environmental studies, vocational training, elective hours and personal studies.

Secondary education is made up of seven teaching hours per day, 35 hours a week and 40 weeks a year. For the first two years of the secondary cycle, all students follow a general education curriculum. For the final three years, students choose to follow either the technical stream or the academic stream. Both provide access to university studies. (Education in Peru Wenr 2015)

### **Technical and vocational training**

Students follow a general curriculum for the first seven years of schooling through to the end of the primary level. Students who do not enter the upper secondary cycle can enrol in one of the nation's 2150 *centros de educación tecnico-productiva* (CETPRO) at the completion of the primary cycle, or even if they do not finish primary schooling.

Although most technical and vocational schools are private, they are all supervised and licensed by the Ministry of Education.

#### **4.4.3 Higher education**

Higher education is offered mainly through the nation's university system. There are currently 51 public universities and 89 private universities – both for-profit and non-profit – operating in Peru. The most popular and respected universities are located in Lima.

Public universities are tuition free. Many of the best universities in Peru are private, not-for-profit universities. However, increased amount of for-profit universities across the country has led to significant concern over quality standards more broadly in the private sector.

The academic year typically lasts 34-36 weeks and is divided into two semesters. Courses are credit weighted and start in late March or early April. A credit hour is equivalent to one hour (45-50 minutes) of teaching per week, or two hours of practical work per semester. (Education in Peru Wenr 2015)

#### **4.4.4 Teacher training**

The higher institutes of pedagogy (IESP) provide teacher-training programs of five years in duration, leading to the title of Professor with mention of the educational level and specialization. Teacher training programs are also offered at universities. Teachers in technical education are trained at the *institutos superiores tecnológicos* for three years and for which they are awarded the *Título de Profesional Técnico*. (Education in Peru Wenr 2015)

## **4.5 Threats and weaknesses towards development**

Peru has been improving their education system for the past few years for example improving the labour conditions of teachers and increasing their salaries as well as investing more money into education. Nowadays teachers and professors earn 600-800 euros per month, when the minimum wage is 300 euros per month. (El Comercio 2017). There are still lots of problems to solve in order to provide equal education opportunities for all Peruvians.

### **4.5.1 Accessibility**

Nowadays one of the main problems in the education system is accessibility; for many students, it is difficult to enter a higher education's institutions and universities as they are so expensive that most of the people doesn't have the money to spend for high tuition fees. There are public universities in Peru, which don't cost tremendously but their reputation is bad, and the quality of education is one of the worst in Peru. Teachers aren't motivated and there have been many strikes, the latest was in 2017 in Cusco where teachers were protesting and demanding a salary raise which they eventually got. The infrastructure is poor, especially in rural areas, new technology and innovative teaching methods are well needed.

### **4.5.2 Level of quality in education**

The level of quality in education is one of the lowest in the region. Peru hasn't been able to keep up with new learning methods and innovative education solutions. Education and teaching are behind of time and it has been for many decades. This reflects to another problem in Peru and other countries in Latin America. The unemployment rates are huge in Peru but at the same time, it is difficult for companies to find eligible workers, so this creates a difficult cycle which affects to every sector in the economical field. Companies find it hard to find specialists or the right persons with the right skills because of the lack of quality education.

### **4.5.3 Political and social issues**

Peru has many political and social problems such as corruption, delinquency, inequality, gap between the rich and poor and many other so this might be one of the reasons why education isn't on their highest list of priorities. Education isn't appreciated in Peru and you can even see it in Lima, the capital city of Peru. For example, the institution handling and developing the education system and cooperating with the ministry of education called *Consejo Nacional de Educación* is located in this little, poor and old building when at the same time the headquarters of the Ministry of Education is this luxuriously designed huge building. So, the controversy and inequality are present even at this type of institutional levels. The

money isn't going where it should be which is development of the educational system. Budgeting and investments are main problems for development. Nevertheless, Peru has been able to increase their governments expenditure on education up to 4 % in 2016 (UNESCO) when in past years it has been a bit less. This is a huge progress to Peru, but these investments are still less than in other countries in Latin America such as Chile and Brazil (more than 5 %).

#### **4.5.4 Corruption**

Corruption is a serious problem for businesses in Peru. Irregular payments, bribes and favouritism of government are common. Inefficient government bureaucracy and high levels of favouritism have raised the corruption levels in almost all sectors of the Peruvian economy. In a national study made by Proética (organization of Transparency International) about perceptions of corruption in 2017, shows that corruption has increased the past five years and 52 % of Peruvians consider corruption to be the biggest problem of the country along with criminality. The result of the study also indicates that police officers, judges and political decision makers are the most corrupted. "A good strategy for anticorruption is as important as a strategy for healthcare, economic or other" says Jorge Medina, President of Proética.

Corruption is illegal, and it is criminalized. However, the laws about corruption are enforced quite poorly by authorities and government. Irregular payments and bribes are often demanded from companies operating in Peru and many companies experience the demand for facilitation payments because of Peru's extensive bureaucracy.

#### **4.6 Main universities in Peru**

As a part of my market research I have analysed which are the best and highest ranked universities in Peru for potential international collaboration and opportunities for Finnish education export. I have done my research based on multiple factors such as location, size, degree programmes, course selection, reputation, previous collaborations, internationality and whether it is public or private university. I have also kept in mind and focused on study fields and degree programmes that EduExcellence is offering and have knowledge, for example technology, engineering, business, and health care.

The most popular and requested study fields are business administration and management, engineering, accounting, economics, and international business. The biggest universities are mainly located in Lima since it is the largest city in Peru with eight million habitants. There are still few potential universities outside of Lima, for example in Arequipa and

Huancayo. Most of these universities listed above are from the private sector and the reason for that is their good reputation and funding. It is known that private universities have higher reputation than public ones. Private universities have also more money to spend on different projects and collaborations and better infrastructure and technology to implement these projects.

### ***Pontificia Universidad Católica del Perú (PUCP)***

PUCP is listed to be one of the best universities in Peru based on degree programs, teaching, innovation, investigation, and employment. It is a private university located in Lima offering both bachelor and master's degrees in economics, education, engineering, accounting, law and psychology etc. They also offer short programs and courses, online bachelor and master's degrees and E-learning for companies and institutions. They have a long history and are highly centred in investigation work. PUCP has many exchange programs for its students, but in addition they also offer for teachers and investigators programs and grants for studying abroad and for inviting or sending a visitor specialist or teacher abroad.

### ***Universidad Peruana Cayetano Heredia (UPCH)***

UPCH is a private university located in Lima and focused on biomedical sciences. It offers degrees in medicine, health care and education in a higher level (bachelor, master and doctoral). They also provide exchange programs and courses with foreign teachers. The embassy of Finland in Lima has previously done collaboration with the university for example organizing seminars with Finnish experts in health and nutrition together with Peruvian students and experts of UPCH. University's reputation is quite good. It is well appreciated and has been ranked in top five over past three years.

### ***Universidad de San Ignacio de Loyola (USIL)***

USIL is a private university located in La Molina in Lima. It offers bachelor and master's degrees in economics, business administration and management, international business, engineering, tourism management and information technology among others. In Haaga-Helia University of Applied Sciences it is possible to participate in exchange programs to USIL and vice versa. There has been Finnish students completing their exchange in USIL and few students also studying in Finland as exchange student. So, there has already been cooperation, and this is an excellent opportunity to build and create even more collaboration and projects together.

### ***ESAN Graduate Schools of Business***

ESAN is the first academic postgraduate institution in administration created in Latin America. It was established within the framework of an agreement between the governments of

Peru and the United States of America and its organization and implementation were entrusted to the Graduate Business School of Stanford University, California. Transformed into a private university since 2003, today it offers master's degrees in administration, specialized master's degrees in supply chain management, marketing, health services management, project management, information technology and finance, nine careers at the undergraduate level, as well as programs for executives in various formats, corporate programs, and other academic and professional services. The schools has also many online programs and courses.

ESAN is a Peruvian institution, private, of international reach and non-profit. Aalto University in Finland offers exchange programs to ESAN and possibilities for Peruvians to study in Aalto University as exchange students.

### ***Universidad Peruana de Ciencias Aplicadas (UPC)***

Since its creation in 1994, UPC has focused on providing high quality education oriented towards educating upstanding and innovative leaders with a global vision. It has approximately 32 000 students enrolled its 13 undergraduate schools. The University offers large range of degrees from business to health sciences and have multiple campuses located in Lima. UPC is dedicated to developing education in Peru and creating true leaders and experts, through experience of innovation and internationality.

The UPC is a member of Laureate International Universities (LIU), the largest network of private universities in the world, with more than 1,000,000 students and 80 institutions present in 28 countries around the world. UPC is collaborating with a British University Northern Consortium of United Kingdom by offering international degrees for Peruvian students.

### ***Universidad del Pacífico (UP)***

Universidad del Pacífico was founded in 1962, within a context dominated by a continental debate over the model Latin America should follow toward development. The University has since been a key actor in the educational, economic and social growth of the country and the region. They offer various business studies; marketing, finance, management, communications, law, human talent, and languages. They offer also a lot of seminars and programs for executive and leadership studies in different fields.

Universidad del Pacífico has an important number of agreements with the most prestigious universities abroad, especially with their business areas, in the undergraduate and post-graduate levels. They have agreements with University of Vaasa and University of Aalto, providing exchange programs in the business field. They also offer teachers faculty mobility



to other countries, so they are well focused on internationality and international relations with other universities abroad.

***Universidad Continental***

With five campuses situated in Arequipa, Cusco, Huancayo and Lima, Universidad Continental offers degrees in economics, engineering, law and health sciences. This University isn't as well-known as the others I have mentioned above, but they have other factors that make them potential for collaboration. They are focused on virtual learning and creating innovative learning methods, they already have some international relations with universities all around the world. And I believe having campuses outside of Lima is a positive factor as well.

## 5 Possibilities for Finnish Education Export

The opportunities for Finnish education export are good because Peru has begun to make a change and Finland could be here as a pioneer. Finland is gaining a lot of knowledge in Peru and other countries in South America of having the most successful education system in the world. Because of the popularity, knowledge, and Finnish expertise it is an excellent opportunity to export, sell and promote Finnish education system. There are huge possibilities for investing and exporting Finnish education system in Peru and in Latin America. Considering the poor quality of education in Peru combined with the demand and Finnish expertise there is an opportunity that can't be neglected.

### 5.1 Building new education system and curriculums

Finnish education system has always created interest along Peruvians, especially within teachers and investigators. Journalist called Darwin Cruz Fiestas have done his own research about the Finnish education model and investigated if it is importable to Peruvian schools. He has visited Finland many times and is aware of the Finnish education system and how it works. He wrote an article "*Educar para crecer*" where he talks about Finnish education system and would it be wise bringing it to Peru.

He interviewed an investigator César Guadalupe from Universidad del Pacífico and asked his opinions on bringing Finnish education system to Peru and whether it would work or not. His answer was that it would be the worst mistake because Peruvian society works in a totally different way and their ways to teach and learn things are different. It might be challenging to copy the exact same ways that Finland is using, since Peru doesn't have the same resources and will not have in many years. So, it is better to learn and adjust rather than just copying everything.

In 2007, Ministry of Education together with Board of National Education (Consejo Nacional de Educación) in Peru created a strategic plan called *Proyecto Educativo Nacional al 2021*. This plan includes guidelines and goals for development of education in Peru. It consists six main goals:

1. Opportunities and educational results of equal quality for all
2. Students and educational institutions achieve relevant and quality learning
3. Teachers are well-prepared with proper education and professionalism
4. Achieving decentralized, democratic management, that achieves results and is financed with equity

5. Higher education of good-quality and that it becomes favourable factor for development and competitiveness of the nation
6. Having a society that educates well its citizens and engage them with their community.

*Proyecto Educativo Nacional al 2021* is quite optimistic and there is a need for new educational reform that serves better educational factors nowadays and the future. They need to build and develop the existing education system, improve labour conditions of teachers, invest and fund education and provide the same opportunities for all Peruvians. So, there is still a long way to go to achieve those goals that the Ministry of Education have set in 2007.

One of the most important area of development is education of younger children and improving initial education. Initial education has undergone substantial changes in the last ten years. Now the individual and integral development of children is needed and wanted, this means focusing on learning through games and interaction, rather than being at school for eight hours plus homework three hours per day. Finland is well-known in Peru for having this excellent, individual focused and learning by playing methods and now Peru is interested on learning these methods and applying them to initial education.

Finland can be part of this process of developing and improving education system in Peru by offering consultation services and providing Finnish experts and professionals for Peru together with the Ministry of Education in Peru and other institutions. Now when Peru is finally realising the worth of quality education and the impacts for development and putting more money into it, it's a great opportunity to create and build collaboration between Finland and Peru. Helping with reforming the system and creating new and innovative curriculums and learning methods.

## **5.2 Teacher training (vocational teacher training, teacher exchange, visits)**

One of the most significant area in education industry is teacher training and constant development of teachers' knowledge and professionalism. The demand and need for different and versatile teacher trainings is huge. Especially in Peru when it is known for its bad respect for teachers and lack of proper education for teachers and students. Most of teachers aren't given the respect that they need and for that reason they are unmotivated. Salaries are quite small, and this doesn't appeal to students considering becoming teachers in the future.

Peru is desperately in need for developing teachers and their skills, education, and innovative learning methods. Nowadays learning is only memorizing things rather than learning things in a practical way and using innovative learning methods. This lack of quality in education and learning shows in real life; people aren't able for creativeness and constant self-learning. In Finland, most universities rely on pragmatism and internalisation when learning new things and it is seen to be an effective way to learn. This starts all the way from kinder garden where children are first taught how to learn.

Finland has a lot to offer in teacher trainings and Peruvians are interested of developing their teachers and they need the guidance and expertise. There are great opportunities to offer vocational teacher training and other courses and seminars concentrating on developing teachers. Another opportunity can be teacher exchange and visits. Some universities in Lima are offering teacher exchange and doing lots of visits abroad. They also might have online courses with teachers from other universities abroad.

### **5.3 International degrees**

As mentioned before, 90 percent of the education export markets is in international degrees, both bachelor and master. There is demand in many areas included economics, management, health care, engineering and many more. International degrees organized abroad and/or in the home university by foreign teacher has been successful. There have been international degrees implemented these last two years in Mexico, China, and Sri Lanka, among others by Finnish education export companies.

Another option could be organizing short-terms programs and courses for students abroad. Seminars, lectures, and boot camps are also an efficient and easy option to offer Finnish education services. One of the target group could also be people already in working life seeking additional learning, expertise, knowledge, and skills. World is changing all the time and employees and employers must stay involved and develop themselves all the time. Many universities in Peru are organizing programs both virtual and face-to-face to people for only improving their professional competences or adding some new skills.

In Peru, the demand for master's degrees grows annually by 20%. The probability of a student with one or more degrees occupies a position managerial is 95%. (Educación Total El Comercio 2018). So, there might be great opportunities to organize master's degrees since the demand is growing every year. Fastest growing sectors in education according to study made by El Comercio during 2016 to 2017 are communications (7,60 %), construction (4,78 %) and mining (3,60 %).

## **5.4 Online courses**

One of the most growing methods of learning and teaching is using different online tools and having online courses and even online degrees for students. These online degrees and courses are getting popular in Peruvian universities and are an awesome opportunity for international collaboration. It enables teaching for international students, using international professors and better accessibility. This might also be an excellent opportunity for students already in working life and those who want to develop their already existing skills and knowledge.

Virtual programs have multiplied by four in the last five years in universities and online future is promising, according to Carlos Meza, academic coordinator in University of Continental. Online learning is expected to be more intuitive and dynamic than face-to-face classes. The development of online programs taking place in the most of Peruvian universities are based on three models. The first one is using synchronous tools, in which the collaborative work between teachers and students happen in time and is done through chats, videoconferences, interactive whiteboards, etc. The second methodology is asynchronous, which is characterized using forums, videos, audios or tasks in certain periods. And, the third model is the 'blended learning', which incorporates both asynchronous tools and synchronous elements for the training of students. (El Comercio 2018)

To serve the market, today more and more universities are entering to compete in the online learning. This is the case with Universidad del Pacifico (UP), which last year launched its first MBA, based on the 'blended learning' format. The same University has also other international degrees and master's degrees implemented online. (Universidad del Pacifico 2018)

Universidad Peruana de Ciencias Aplicadas (UPC) has E-MBA, International MBA and three master's degrees in operations and logistics management, administration and project management, and construction management. Its director, Guillermo Quiroga, emphasizes that they use the 'blackboard' platform for online teaching and allow obtaining certifications with universities abroad. Also, other universities such as USIL, ESAN and Universidad Continental are offering degrees and programs online. Demand and offer seem to continue growing, at least until now. (El Comercio 2018)

## **5.5 Technological solutions**

Digital learning and having good digital skills are important nowadays in normal everyday life and in working life, so it is a crucial area to focus on. Technology can be used for better

information retrieval, learning platforms, global production and use of online learning materials, simulations, experiments, and gaming apps.

Peruvian Universities are still in need for new and innovative technological solutions in education. Many universities are using quite old-fashioned learning methods which don't include any technological application or programs. Some teachers might not utilize the technology they've been given. They have been teaching for years and don't want to incorporate something new into their time-tested lesson plans. Some schools are pushing teachers to incorporate technology into their teaching and when it is poorly taught the technology is not used at optimal level. Therefore, there is a demand for new technological solutions, applications, and trainings for teachers to develop their digital skills.

There might also be a market for Finnish apps for learning and other digital devices and programs. Finland have had great success in gaming industry so why not incorporate that expertise and knowledge into creating applications for learning and teaching. World is moving increasingly and rapidly to digitalisation and countries don't want to fall behind.

## **5.6 English studies and materials**

One of the Achilles heel for education in Peru is knowledge and teaching of English. Currently many Peruvians don't speak that well English and the reason for that is poor knowledge of teachers, lack of materials and time. There could be huge opportunities for Finnish education export to provide proper materials in English, courses and degrees in English to improve students and teachers' skills. Most private universities have quite good level of English and they could be very interested in English learning materials. And if the learning materials are in Spanish, there is an even greater market potential. Developing and adding international collaboration also improves the lack of English studies.

## **5.7 Mining and forest industry**

Peru is one of the most successful country in mining and forest industry in Latin America. Many Finnish companies have collaborations and offices around Peru. Finland is known to have an excellent expertise and knowledge on mining and forest industry. Finland has been able to create innovative and new technological solutions into mining and this attracts Peruvians since they have a great market in mining. I believe there could be potential opportunities in collaboration through trainings, degrees, and other programs for developing engineers and mining industry. Especially Finnish knowledge on sustainable and green solutions, innovations and working habits are potentials for exportation.

## **6 Analysing Education Markets in Mexico, Chile, Argentina and Brazil**

Countries that I chose to include to my investigation alongside with Peru are Mexico, Chile, Argentina, and Brazil. These countries have economically most potential in exportation. Also, their economic and political situation allows international cooperation and success. There has already been successful stories and collaborations between companies and universities in Finland. EduExcellence has had projects together with Haaga-Helia in University of Mondragón in Queretaro Mexico in 2017 and vocational teacher training in Colombia in 2016.

I have been investigating and studying the possible markets of these countries, analysing the opportunities, needs and demand. My goal was to know what reforms each country might have and how Finland could benefit in exporting education into these countries. What kind of expertise and valuable knowledge Finland could offer and sell to Latin America and what to consider when planning products and services.

In order to learn more about opportunities in these countries I made a questionnaire to Finnish Embassies in Mexico, Chile, Argentina and Brazil. This questionnaire (Appendix 1) had multiple open questions and was sent to embassies through e-mail. I received a lot of versatile, useful, accurate and up to date information and answers concerning my topic. Below I have gathered the material and reports I have received and studied about the present market and reforms in each country.

### **6.1 Mexico**

The ministry of education published on March 2017 their new goals and guidelines for future education. This reform for education isn't brand new, Mexico published already in 2013, their goals for development in education sector. This previous reform only conducts teachers' employment issues and now in this new reform it is informed more about the actual curriculum and development of teachers' education. Reform is giving more freedom to the schools and aiming for equality and inclusion. The goal is that students learn more how to learn, digital skills and knowledge of English. These new plans are meant to take into use in 2018.

There has been some criticism about the budget if it's enough to make all the improvements and possible problems with teachers' labour union CNTE. Also, it has been criticised that

the new reform isn't considering enough about the existing inequality in schools. The president elections in 2018 might also change the content of this new reform. After all this accomplished reform offers great opportunities for Finnish education export in Mexico.

### **6.1.1 Fundamentals of the reform**

The original model of the new reform was presented on July in 2016 when teachers, parents, companies, and organizations were given opportunity to express their opinions and based on their thoughts this reform published in 2017 was presented as the final reform. The reform is based on five main things: 1) curriculum; 2) learning; 3) teacher training and professional development of teachers; 4) inclusion and equality; 5) administration of the education system. (Embassy of Finland in Mexico City, 2017)

The first part is improvement of curriculums and contents of education. One of the main thoughts around this reform is learning how to learn and moving on to teaching and learning by using practical exercises and not only reading books and memorising things. This new model will reduce the amount of information that will be taught at school and focusing on life-long learning. Educational content is focusing on language and communication, mathematic thinking, understanding of environment and society, social skills, collaboration and team work skills, art and expression, health care and caring about environmental issues and digital skills. (Embassy of Finland in Mexico City, 2017)

### **6.1.2 Teacher training and professional development of teachers**

In Mexico it has been quite easy to get a degree in teaching. In some case, you might get a job through some relations or relatives working as teachers and this creates a problem where teachers might not have the right competences for teaching. In 2018 and 2019 teachers are chosen by obligatory aptitude tests and other tests measuring their knowledge in different areas. In this new way of evaluating and choosing teachers might not work perfectly because almost everyone who has been to university are allowed to take these aptitude tests and many of those don't have pedagogical studies. It is a bit unclear how these persons get the needed pedagogical skills and knowledge, because in Mexico they don't have same kind of pedagogical studies in universities as we have in Finland and this might still create problems. (Embassy of Finland in Mexico City, 2017)

Teaching according to this new system is supposed to start in August 2018. More than a million teachers were trained in 2017 and on July begun a yearlong pilot involving 1162



schools from preschools to secondary schools. Teachings materials were checked and reviewed in 2017 for elementary schools and for secondary schools and materials in English are being revised in 2017 and 2018. (Embassy of Finland in Mexico City, 2017)

### **6.1.3 Prospects for education export**

If the reform turns out well and how it was planned, Finland has a lot of interesting opportunities in developing education in Mexico in many areas. In order to this reform being successful it requires a huge change and development in teaching training. Eventually teaching has to change tremendously for to see some real development and so that teachers can develop new skills and needed knowledge. In this new reform there isn't really mentioned anything concrete change for the education system only that schools must add more English lessons. Reforms will also require additional teacher training for already educated teachers. This might offer great opportunities for education export, because Finland is well known for its excellent education system in Mexico.

Teaching English and digital skills have a key role in this reform as well as innovative ways of teaching English (students and teachers) and this can open doors for exportation. Ministry of education in Mexico have made an agreement with University of Cambridge about English studies in preschools and secondary schools. When this agreement and key goals are published universities, companies and organizations can customise their programs following this agreement. There could be demand for English studies and teacher training because at this moment there is not enough English skilled teachers. Different programs that helps teaching digital skills and other programs and apps that enables digital learning can create opportunities and demand. Also, there might be demand for teaching materials. In Mexico there is interesting opportunities for Finnish education export. However, we have to take some things into consideration. The education reform concerns all schools but the budget for public schools is mostly going to teachers' salaries. Experts have been criticising the budget for not being enough to cover all the reforms planned. It is not quite clear how all the new innovative solutions are going to be implemented and funded.

There can be interest in a state level for organizing and implementing some programs or collaborations because the ministries of education of every state are quite independent. The budget might be enough for the school to get new teaching materials or software. However, the infrastructure is poor in Mexico so there are other things that might be more important how the money can be used. It can take time before some schools can really afford new materials and software.

Nevertheless, there is a lot of private schools in Mexico which might be interested in Finnish education, education programs and education technology applications. Schools are always competing to get more students and improving competitiveness is something the schools' value and are aiming for. Architectural solutions and Finnish School Abroad-concept could be attractive opportunity for private schools. Also, the level of English is usually good in private schools so there is demand for English teaching materials. If the materials are available also in Spanish that would open even bigger market opportunities.

Overall market opportunities for Finnish education export are quite significant and there has already been successful collaborations between Mexico and Finland in education field. Haaga-Helia University of Applied Sciences cooperated with Mondragón University in Querétaro Mexico. A four-year long degree of International Business was implemented together with Mondragón University. This is one of the first Finnish degrees that are implemented completely outside of Finland. Also, a Finnish concept against bullying called KiVa-program was presented in 2016 and 9 schools in different states were starting to use this program in 2017. (Embassy of Finland in Mexico City, 2017)

## **6.2 Chile**

During reign of the president Michelle Bachelet in 2015 to 2018 there has been a broad and ambitious renewal of the teaching system. The goal has been increasing selection of pre-schools, improving the quality and administration of basic education and prohibiting the pursuit of profit. Increasing the quality in teacher training, adding more selection and improving quality in vocational education in a public sector and making university studies free of tuition fees has been one of the main goals as well. Reform has been successfully taken forward, but its challenges has been insufficient communication and coordination. (Embassy of Finland in Santiago, Chile, 2018)

President Bachelet has been actively part of reforming education system by legislative means and using reasonable budgets in order to realize all that's been planned. Goal is to improve the quality and profitability of education services in public sector and prohibiting the pursuit of profit. UNESCO has been working closely with the government by bringing experts to the country putting Chilean operators together. UNESCO would make happily cooperation with Finland. (Embassy of Finland in Santiago de Chile, 2018)

### 6.2.1 Education system

In Chile women's employment rate is the lowest in OECD-countries; only 48 % of the woman are in working life. Government has been trying to improve the conditions and possibilities for women to go to work by creating 70 000 day cares. Also, standards and qualities have been improved and it has been taken to use a unified teaching system to children aged 4 to 5.

Basic education has been reformed by legislating three new laws. The biggest problem in Chilean society is inequality and the lack of social mobility. Solution to this has been a new law, which prohibits schools to pursuit profitability and this enables parent to choose freely any school for their children. The second decision has been improving teachers training by motivating new teacher students, quality in education, putting higher requirement when applying to study teaching and increasing the basic salary level. Students and new teachers are assigned a tutor and evaluated in the beginning of their careers. When all criteria are fulfilled successfully, they can continue in their job and their salary in increase 30%. This enables and maintains the quality in teaching. The third problem was the level of basic education which was dramatically getting worse due to municipalities who couldn't manage the schools and the inequality between schools and their resources. With this new law the responsibility moves from municipalities to administrative districts. (Embassy of Finland in Santiago de Chile, 2018)

Vocational education is the weak link in production and export of Chile. The number of people who started vocational training exceeded the number of university graduates just last year. Part reason for this was the government's decision to make vocational education free of tuition fees. Government also legislated a new law, which enabled to create in every 15 districts in Chile one public vocational college (Centro de formación técnica). Three of these schools will start operating in 2018. (Embassy of Finland in Santiago de Chile, 2018)

The president Bachelet promised in her campaign that university studies would become free of charge to everyone. Because of weak economic growth, paucity of budget, and difficulties in defining criteria for those who don't have to pay, made it difficult to accomplish this promise completely. Chile has 60 universities and 1,3 million students and because of this reform 50% of these students are studying for free in the university. (Embassy of Finland in Santiago de Chile, 2018)

### **6.2.2 Challenges**

Education reform's starting point has been challenging. In the beginning, there wasn't a common view on things that needed development and innovations. It always takes time when changing large systems and people's mindsets and the way of thinking. And these changes don't happen during a four-year reign period.

One of the weakness of this reform is lack of communication. The government hasn't been able to communicate and explain clearly the goals, plans and changes of this education reform to the Chilean people. Therefore the reaction has been partly negative when in reality many things have been changing positively and going to better direction. The highlight has been in teacher training and inclusion. There have been reforms in curriculums and early childhood education has been widened. One of the challenges has been also fragmentation and coordination of the government. In the renewal of higher education challenges has been focusing on getting the higher education for free of tuition fees for everyone and the focus has been more in political funds and capitals instead of seeing higher education as a larger entity. (Embassy of Finland in Santiago de Chile, 2018)

The present government is trying to fasten implementing the reform before their reign ends on 2018. It is almost impossible for the next government to keep the changes that have now been made, as they respond to the needs of the growing middle class and create capacity for diversification of exports. If the next board consists the opposite party, it is possible that they keep all the decisions that have been made for few years before starting to change anything. It is difficult to assess at this stage if education is going to be one of the main themes in the next elections because according to opinion polls Chileans consider economic problems, corruption, and security to be on top of the list that needs improvement. (Embassy of Finland in Santiago de Chile, 2018)

### **6.3 Argentina**

Argentina is eager to develop their education system and the government is seeking to reform and make positive changes to the education system. Even though Argentina has one of the strongest education system in Latin America, there is still areas that need development such as differences between schools in learning outcomes and quality in education especially between public and private schools and also improvement of teacher training. Argentina spends around 6 % of the GDP on education, which is one of the highest in Latin America following Bolivia and Brazil.

### 6.3.1 Prospects for education export

The prime minister of Finland Juha Sipilä had a meeting with Esteban Bullrich, minister of education of that time, in Buenos Aires in 2016. One of the main topics during this meeting was education, especially possibilities for cooperation and development projects between Argentina and Finland. An agreement (MoU) concerning common goals for education development was made during this meeting and waits for signing and completion in both countries' Ministries of Education. According to this agreement both countries are willing to improve even more cooperation in education, such as relations with universities, continuing providing exchange programs for both incoming and outgoing students and offering teacher training. These kind of *Memorandum of Understanding* -agreements don't have any effects on governments budgets so it is not certain these projects will get any funding from the government. (Embassy of Finland in Buenos Aires, 2017)

Argentina wants to be a forerunner in technology and innovation in Latin America. The Ministry of Science in Argentina has been actively improving relations and cooperation in investigation, development and innovation collaboration between EU and Latin American countries (EU-CELAC). A program called *Innovadora 2020* is helping the progress of developing technology and creating innovative solutions in Argentina. There is a huge demand of new and innovative technology solutions and the focus is especially on Big data, cloud computing and different cloud platforms. (Embassy of Finland in Buenos Aires, 2017)

The 2018 G20 meeting will be held in Buenos Aires. It will be the thirteenth meeting of Group of Twenty (G20). It will be the first-ever G20 summit to be hosted in South America. In recent conversations between Ministry of Education and other officers from Ministry of Foreign Affairs in Argentina have clarified that education will be one of the main priorities of this meeting. Argentina has already agreed on collaboration with UNESCO and OECD on educational matters. (Embassy of Finland in Buenos Aires, 2017)

Finland has actively maintained relations and G20 collaboration between Argentina since 2016. The ministry of education in Argentina has confirmed their interest of doing cooperation with Finland in educational matters during this G20 hosting period. Argentina has pointed out their needs and challenges for utilising new technology solutions. The problem is middle aged people getting behind on technology, and they might not have the needed skills in the future for maintaining their jobs. Another challenge is the loss of jobs following the automation. These problems and challenges create tension and protests in the middle class. (Embassy of Finland in Buenos Aires, 2017)

### 6.3.2 Higher education cooperation

Argentina is highlighting the importance of education in developing the whole country in the future. That is why there is many opportunities for cooperation and exportation in the field of education, science, and technology. Argentina among most of the countries in Latin America consider Finland as an example for successful education system and is hoping for structural cooperation with Finland. Over these past two year ministers and other representatives from Ministry of Education and Science from Argentina have visited Finland and visits from Finland have been continuous and active.

In higher education level there has been collaborations with multiple Finnish universities, for example Universities of Helsinki, Jyväskylä, Tampere and Turku. The development targets for higher education co-operation include teacher training, student exchange programs, science and technology cooperation. Finnish knowledge and expertise in the forest industry also has interest in Argentina. The biggest problems for collaboration include language barriers, cultural and mutual knowledge, and funding of these projects. The challenge of student exchange programs has been their unilateralism – the number of Finnish students going to Argentina has been 60 students per year when from Argentina the amount is only 1-2 students per year. (Embassy of Finland in Buenos Aires, 2017)

The English version of anti-bullying program called KiVa-koulu has been introduced and used in few Argentinian schools. Finlandia University and the board of KiVa-koulu have done an agreement with the former minister of education about bringing the KiVa-koulu concept to 80 Argentinian schools in the city of Campana on July 2017. For KiVa-koulu this was the first ministry level agreement in Latin America and so an important opening for other collaboration. (Embassy of Finland in Buenos Aires, 2017)

The Memorandum of Understanding-agreement between Finland and Argentina is almost ready for signing. On that basis the Ministry of Education in Argentina and JAMK have done a five-year agreement for bringing Argentinian teachers to Finland for teacher trainings. The first teachers (26) came to Finland on April 2017. JAMK has also created together with a private University of Argentina de la Empresa a course called *Business Studies in Latin America*. This course has been already arranged for 13 times. Also, University of Applied Sciences of Seinäjoki have had collaboration with schools in the city of Zarate for teacher trainings. (Embassy of Finland in Buenos Aires, 2017)

## **6.4 Brazil**

As a part of my qualitative research I did an interview with Jarkko Wickström who is working as a coordinator of education, science and investigation in the Embassy of Finland in Brazil. This interview was done in Autumn 2017 by telephone and was concerning about reforms in Brazil and potential Brazilian markets in education industry.

### **6.4.1 Situation in education exportation**

Education co-operation, particularly in the field of higher education, has turned more towards education export within the last 8 years. Few universities have been leading the road and been active and they have implemented some projects that have been successful. University of Tampere and University of Hämeenlinna have been most actively part of education export so far in Brazil. There has been also some smaller institutions providing language studies. There has been already some movement in education export and few universities and institutions have been involved but on March 2016 things really started to happen and develop. Many companies and universities have been expressing interest and have brought their services and expertise, there have been more co-operation in order to better and develop education in Brazil and also improve universities competitiveness in the education export and in the education field itself. (Wickström, 2017)

In 2016 the first delegation trip to Brazil which focus was only on education was organized by the minister of education in Finland Sanni Grahn-Laasonen. Delegation trip consisted of 30 people, including representatives from universities, polytechnics, training companies and education service providers as well as representatives from the ministry of education in Finland. In Brazil, Finland is seen as an example of a successful education system and therefore the interest and demand is huge. This trip boosted education export created even more interest and opportunities for co-operation. However, the situation in education export is in progress, some actors have already made successful businesses and co-operations but at this point everything is still on a ground level as opposed to education export being very active. This means there are many opportunities waiting for companies and universities.

### **6.4.2 Possibilities for Finnish expertise**

In Brazil the interest towards Finnish education is huge, especially attention to Finnish innovative solutions and applications have increased over the past few years. There is a lot of interest and clear demand for the ideas of Finnish digital content and new Digi pedagogics as well. Finnish Embassy in Brazil and Ministry of Foreign Affairs have invested a lot in developing education export and improving relations and visibility in Brazil by having their

own representative for only improving education export based in São Paulo. This investment and commitment really tell about the possibilities and how huge these education markets are in Brazil. The other country where the Ministry of Foreign Affairs have invested to education export as much as in Brazil is China where they also have a representative for education matters. (Wickström, 2017)

Education is always one of the main topics to discuss between Finland and Brazil. In 2017 Foreign Minister Timo Soini signed an agreement with Ministry of Foreign Affairs in Brazil about a list of priorities in relations and co-operation between Finland and Brazil. Education was listed one of the top of the list of priorities. (Wickström, 2017)

Brazil is a big country with large opportunities across the country and is one of the leading countries in Latin America economic-wise. Brazil's economic growth is one of the fastest in South America and in the world so there is a lot of money moving around and this includes also the education sector. So, the markets are huge and especially in the private sector. People are willing to spend money to education and the Government is spending about 7 % of their GDP in education which is one of the highest in South America. Of course, there are many problems around development and growth of Brazil such as corruption, inequality, criminality and gap between the rich and poor and education might not be on the highest on their priority list.

## **6.5 Best countries to do business in Latin America**

In 2017 World Bank released their annual report *Doing Business 2018* which discloses the countries with best economies, opportunities and success to do business in the world. In general Latin America and the Caribbean have been developing and growing economically and is one of the fastest growing economies. Especially the private sector is more dynamic which will boost the economic growth. Of course, it is still quite undeveloped region compared to Europe or Asia. Latin America and the Caribbean need to implement further structural reforms and investments in infrastructure, education, development and innovation.

According to this annual report countries (1-190) that have been ranked the highest in Latin America and Caribbean have been Mexico (49), Chile (55) and Peru (58). In addition, Colombia has gone through a positive change economically and was ranked right after Peru (59). This ranking was based on issues concerning when starting a business, dealing with permits, getting electricity and credit, protections of investors, paying taxes, trading across borders, enforcing contracts and insolvency.



Mexico has made important structural reforms in past years and focused on increasing competitiveness and investments on education and development of its markets. Chile remains the most competitive economy in Latin America with its strong institutional structure, low levels of corruption and efficient government. Peru have managed to gain their competitiveness in recent years, their economy has been growing every year with their strong macroeconomic skills and their excellent knowledge in minerals. However, the lack of improvement of education, levels of technological development, corruption and poor infrastructure are challenges and slowing the growth. (BBC News Mundo 2016)

It was surprising that Brazil (155) has dropped on these rankings since its private sector is quite strong and it has so much potential and significant strengths. This result might be due to insufficient development of its transport infrastructure, lack of functioning institutions, poor education system and high tariffs on imports. (BBC News Mundo 2016)

Overall the report shows a positive improvement in Latin America, businesses are going well and strong, companies are welcomed and encouraged to do business in this exciting and potential continent. This creates more opportunities for other countries as well in importation and exportation in multiple sectors. Unfortunately, there are still challenges to face such as fight for corruption, poor infrastructure and technology as well as innovation and education.

I was interested in how much each country in Latin America and Caribbean invest on education and what is the percentage from their gross domestic products (GDP) on education. I wanted to make a comparison and to list these countries from highest to lowest. I went to find this information from UNESCO since they have analysed in detail every country and gathers statistics each year in different economic and educational matters. Based on that information found on their website, I have collected most significant and important countries concerning Finnish exportation opportunities. These statistics give another point of view when considering possibilities for education export, but of course you need to think other factors as well such as overall market, accessibility and infrastructure.

### **Government expenditure on education as % of GDP (UNESCO 2018)**

1. Bolivia	7,3 %	2015
2. Brazil	6,0 %	2015
3. Argentina	5,9 %	2015
4. Mexico	5,2 %	2015
5. Ecuador	5,0 %	2015
6. Chile	4,9 %	2015
7. Colombia	4,5 %	2015
8. Peru	3,9 %	2015 (3,81% 2016)

## **7 Conclusion**

In the beginning of the thesis there are listed reasons why I wanted to conduct a market research and why it seemed to be a relevant and useful way to go for reaching the goals and objectives of the thesis. The main objective was to find the right markets, products and customers for Finnish education export. Knowledge is the most important asset of a company. Knowing your markets and potential customers and their needs, identifying the market value, matching the demand with creating suitable products and services and finding the best business locations increases company's profitability and competitiveness.

Education export is valued to be worth of 350 million euros in 2018 (Ministry of Education and Culture and the National Board of Education 2018). Finland has been able to create and build its brand image especially in education as it is well-known for its success. Peru has a huge demand and need for educational services and consultation for development in the future. Their education system is one of the most undeveloped in Latin America and their need for development is existing. Every year the government of Peru is investing more money into education and focusing on developing their education system. People are more aware of the issues concerning education and realizing the value. However, there are threats for development such as accessibility, infrastructure, quality of teachers, economic situation, political and social issues and corruption.

### **7.1 Recommendations**

Main opportunities for education export consist selling international degree programs, teacher trainings, providing technological solutions and English studies and materials. One of the main issues in Peru is the lack of quality in teaching and inefficient curriculums, so consultation and providing teacher trainings are the biggest opportunities for Finnish education export. Peru has a strong production in mining and Finland is known to have expertise and innovative solutions in the industry, so there could be opportunities in consultation in that area as well.

There are many private universities who could possibly be interested in collaborating with Finnish universities and companies since Finland is so highly appreciated in Peru. However, Peruvian Government isn't still investing enough money for development of the whole education system, which is the main problem, and the gap between rich and poor maintains existing as well as corruption and the lack of infrastructure. Peru has a lot of wealthy private universities that are willing to keep up with the high education level and these are the most potential customers to reach and offer products and services.

Other countries beside Peru that would be useful to concentrate on, are Brazil and Mexico, because they have shown significant growth and true interest and investment in development of their country's education. Brazil is continuously developing their education system and people are willing to pay for good education which is basically provided only in private institutions and universities. Mexico in the other hand has already shown its interest of collaboration between Finnish education export companies and universities. These already made connections should be maintained and used more widely. It is important also to see and analyze the whole continent of Latin America because most of the issues in each country are similar. To mention one, Colombia has already shown its growth economically from poverty to a more functioning society and there might be some hidden opportunities as well as in Bolivia and other smaller countries that haven't been concentrated on. Finnish education export is growing every year and Latin America could be the next region to conquer and concentrate on.

Finnish education can be a great opportunity for Finland's exportation. Markets are endless and there are always need for development. Economic growth and needs for development in Latin America provide an excellent opportunity and demand for Finnish education services and products. The process of getting Finnish expertise to countries in need is always quite long and demanding but it is worth it. Knowing about the markets in each country and area makes it easier to succeed and continue development and growing for better education and future.

## **7.2 Self-assessment**

When I decided the topic of the thesis, I wasn't that familiar with education export and market research. At first, I thought that the topic was too difficult because of the large amount of information and different aspects and ways of research. However, as I started building and collecting information, I noticed how truly interesting this topic was, how important market research is for companies doing education export and found relevant things to concentrate on. Staying in South America for six months helped me to really understand the economic and social situation in the country and possible needs, customers and markets, which were the main goals for the thesis. It was easy to find useful information since I was living there, and I was able to utilize the embassies contacts and networks. I also discussed with the locals and was able to gather inside information.

As this thesis was my first long project including such a comprehensive studies and investigations, I came to realize how much I learned and built my own professional skills. I noticed during this project that my essay writing skills and structuring the work still need improvement. However, my writing skills and finding information developed during the process and

I learned how to implement a market research. I was happy with the results and information I was able to give to the company.

The company gave me a lot of freedom in structuring and deciding how to proceed the topic. Only thing they asked specifically, along with the market research on Peru, was that I give them an analysis of other countries in Latin America and provide information about their education and needs for Finnish education services and products. I was able to transmit valuable information for EduExcellence through my research and interviews and inquiries with Finnish embassies in Peru, Brazil, Mexico, Chile and Argentina. I collected useful and up-to-date information that helps the company with productization and decision-making. I received positive comments from EduExcellence and their team was happy with the work and outcomes. I was asked to present the thesis and main findings by EduExcellence team. This year the company agreed on development program with a Uruguayan organization (INEFOP) to modernize Uruguay's vocational training. So, this shows that the region is full of opportunities for education export and is worth for researching.

After all, this thesis was a huge professional learning experience for me and it did not only provide me with knowledge regarding market research, education export and South America but also helped me develop myself professionally and personally. It took almost a year to finish the thesis, but I am very satisfied with the outcomes and I reached my goals that I set for myself in the beginning.

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## **Appendices**

### **Appendix 1. Interview Questions for Finnish Embassies Sent via E-mail**

Interview questions sent via e-mail to Finnish embassies in Brazil, Chile, Mexico and Argentina, on 17<sup>th</sup> of October 2017.

1. At what stage is education export / reform at your embassy and destination country?
2. What kind of cooperation has been done in previous years?
3. What kind of needs does the country of destination have in relation to education export in Finland?
4. What are the specific needs of vocational education and training in the country of destination? Which sectors? Teacher training?
5. Is there any budget already available for the reform?
6. What is the timetable for the reform?
7. What kind of goals does the embassy have in relation to education exports?